**K-5 ELA Lesson Plan**

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| **Teacher: J. Hurley** | | **Grade: 1st** | | | **Date(s)**: Day 3 |
| **Unit Title:**  Wanted: A Few Good Friends | | | **Corresponding Unit Task:**  Song About Rules (Task 1) | | |
| **Essential Question(s):** Why is it important for good readers, writers and listeners to remember the important details when retelling a story, poem or informational text? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:** Classroom rules, technology (computer, projector, gaggle), chart paper, pointer, marker | | | | rule | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:**  **APK:**  **TIP/SAP:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled   X Shared   * Guided Practice * Independent | **Speaking & Listening**  **Standards:** S.1.1, L.1.1, L.1.2, W.1.6  **I Can Statement(s):**  I can follow the Speaking and Listening Expectations to share with my partner about rules and help create a Power Point of our class song.  **Instructional Plan:**  Back-to-Back: Students will walk around the room to music. When the music stops, the students will find a partner to stand back-to-back with. The teacher will tell students they are going to talk about which rule is most important to them and why. Students will then turn to face each other and discuss. Teacher will show students a video clip of You Tube songs about rules using Gaggle. Teacher will display the song she created using the classroom rules developed in yesterday’s lesson. Students will work to help the teacher create a Power Point presentation, including background, graphics and other features to make their presentation engaging. (Teacher will move this Power Point to Morning Meeting to help guide the students as they learn and practice classroom rules. | | | | |
| **Closing/Summarizing Strategy** | Think-Pair-Write: L.1.1, L.1.2: How did what you learned in your Social Studies book help us develop our rules that we turned into a Power Point presentation? Students will write the answer in partners in a complete sentence. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Put the class song chart in a station and, the students can take a pointer and practice CAPS (directionality, one-to-one, return sweep, etc) as they read the song.  Students could write their own song. | |  | | |  |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*